

## 2018–2020 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Success

<b>Program authority:</b>	GAA, Article III, Rider 67, 85 <sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	<b>FOR TEA USE ONLY</b> Write NOGA ID here.
<b>Grant Period:</b>	February 23, 2018, to June 15, 2020	
<b>Application deadline:</b>	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Heidi Flynn: <a href="mailto:PTech@tea.texas.gov">PTech@tea.texas.gov</a> ; (512) 463-9242	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Greenville ISD	116905	Greenville High School	
Vendor ID #	ESC Region #		
State 1-75-6001712	10		
Fed ID 75-6001712			
Mailing address		City	State      ZIP Code
4004 Moulton, Street, PO Box 1022		Greenville	TX      75403
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Demetrus		Liggins	Superintendent
Telephone #	Email address		FAX #
(903)457-2526	<a href="mailto:ligginsd@greenvilleisd.com">ligginsd@greenvilleisd.com</a>		(903)457-2575
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Sharon		Boothe	Assistant Superintendent
Telephone #	Email address		FAX #
(903)457-2526	<a href="mailto:boothesh@greenvilleisd.com">boothesh@greenvilleisd.com</a>		(903)457-2575

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Demetrus		Liggins	Superintendent
Telephone #		Email address	FAX #
(903)457-2526		<a href="mailto:ligginsd@greenvilleisd.com">ligginsd@greenvilleisd.com</a>	(903)457-2575

Signature (blue ink preferred)

Date signed

December 15, 2017

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – Federal Funds		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	Crosswalk Template	The Crosswalk Template outlines current program/course of study for students.
2	Work Based Education Matrix Template	The Work Based Education Matrix Template details the appropriate work based education experiences for students at each grade level.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH    ☒ ICIA    ☐ Both

According to a report published by the Office of the Governor in 2017, Texas Wide Open for Business, the Aerospace and Defense industry directly employs over 130,000 Texas workers annually and the average annual salary for workers in the industry is \$95,414. Three global companies that specialize in designing and installing advanced aircraft electronics systems are located in Greenville, Texas. Greenville ISD (GISD) has capitalized on the need for aerospace, electrical and mechanical engineers in the community by developing a K-12 robotics program. GISD students progress from creating robots using VEX robotic technology during elementary and intermediate grades to creating advanced electronic and solar robotic control systems as part of STEM Academy in high school. As a result of the program, Greenville High School "Robowranglers" have achieved a world championship, two FIRST world championship division wins, 10 regional wins, and 16 robot design awards in the past six years. Through the Success Grant, Greenville ISD proposes to strengthen and refine current practices that will advance the existing STEM Academy to distinguished levels of performance as the Engineering Academy ICIA. Students enrolled in the Academy will earn a Foundation High School Program diploma, Associate degree, and SolidWorks certification within four to five years of entering high school. Students will complete workforce experiences each year at three partner companies - Innovation First International (IFI), L-3 Aerospace Systems (L3), and Raytheon. Approximately 16-20 ninth graders entering the Academy will be eligible to receive a Distinguished Achievement Program high school diploma in four years and an Associate of Science degree in five years from Paris Junior College (PJC). An articulation agreement between PJC and Texas A&M Commerce (TAMU-C) will allow Academy students then take an additional 70 hours at the university to receive a Bachelor of Science in Engineering. Enrollment in the Academy will be achieved through an open enrollment process which eliminates unfair eligibility components to encourage admission of high need students and first generation college goers. The innovative career pathway meets the Greenville ISD vision of preparing, inspiring, and empowering students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society. **Budget:** A Planning Committee was formed to review the grant program requirements, research workforce data, and to consult with workforce, postsecondary education and business partners. Under the direction of the GISD Superintendent and Assistant Superintendent of Teaching and Learning, the team of educators, parents, and community partners targeted the high demand occupation of engineering and drafted an academic plan for the Academy. A Grant Calendar was developed which includes planning, implementation, and evaluation activities. Budget items and associated costs were assigned to each activity to create the grant budget. **Demographics:** Greenville High School serves 1344 students in grades 9 through 12. The diverse student body consists of 16.8% African American, 40.4% Hispanic, 38.6% White, and 4.1% Other Races. A majority of GHS students are classified as economically disadvantaged (57.1%) and at risk for school failure (55.5%). Texas Academic Performance Report data for the high school indicates only 15.3% of economically disadvantaged students graduated from high school with 12 or more hours of college credit in 2017. The ICIA plan has been designed with proven components to increase the number of high need students graduating from high school with an industry credential and a college degree in a high demand, high salary profession. These components include recruitment and enrollment policies targeting economically disadvantaged learners and first generation college goers; a daily AVID advisory that includes college preparation curriculum, test preparation and advising; mentors from partnering industries to serve as student advocates; and strategic academic supports that can be accessed at school and home. **Needs Assessment:** The Planning Committee developed a high demand career profile based on Texas Workforce Commission (TWC) labor market information, Hobby Center for the Study of Texas income comparisons, PEIMS student demographics, and Greenville ISD student interest surveys. Based on the results of the profile, the team selected engineering as the career focus for the Academy to meet the needs of three Aerospace and Defense companies located in Greenville, Texas. The Engineering Academy Campus Improvement Committee(CIC) will be formed in the spring of 2018 consisting of key district and campus personnel including teachers, administrators, parents, higher education representatives, industry partners, and community members. The CIC, serving as the Engineering Academy Leadership Team, will work with TEA technical assistance to develop a needs assessment using the ICIA blueprint. The needs assessment will be used to create an ICIA Implementation Plan, the Engineering Academy Campus Improvement Plan. **Management:** The Academy Dean will serve as the principal of the ICIA and the Project Director to manage the day to day leadership, curriculum, and operations of the school and grant program. The campus

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

counselor will coordinate social programs. The Assistant Superintendent will lead the CIC to ensure program goals and objectives outlined in the implementation plan are met on time and as required by GISD and Success Grant. Management and administrative practices will be reviewed annually by the committee. The committee will have the autonomy to make changes to personnel, policy, and resources as warranted to ensure effective and efficient management. **Evaluation:** The Campus Improvement Plan developed using the ICIA Blueprint will outline goals, objectives, critical success factors, and milestones for ICIA components such as school design, recruitment and retention, partnership agreements and appropriate work-based education. Activities, evaluation methods, performance measures, and indicators of accomplishment will be listed for each goal. The Campus Improvement Committee will work with TEA technical assistance to collect and analyze student and project level data, and participant feedback each nine weeks. Formative evaluation reports will be developed by the CIC and reported to the Superintendent each quarter. A summative evaluation will be conducted at the end of each school year. Evaluation reports will be presented to the District Improvement Committee and GISD Board semi-annually. **Statutory Requirements:** GISD will comply with the fingerprinting requirement. The Academy will be open enrollment. Eligibility will not be based on any criteria that creates barriers for student enrollment such as STAAR scores, discipline history, teacher recommendations, or minimum grade point average. The Academy will provide a course of study that enables students to complete a Foundation High School Program diploma, SolidWorks industry certification, and Associate of Applied Science degree within four to five years of entering high school. At each grade level, students will complete work-based curriculum designed to develop technical skills (robotics competitions), build computer aided design abilities (SolidWorks certification), and provide work based experiences (internships). Academy students will have flexibility in class scheduling such as taking online and summer courses allowing them to participate in extracurricular activities and graduate on time. Students will work with advisors to determine needs and enroll in academic programs and social services. Participation in the Academy will be provided at no cost to participating students. GISD has a Memorandum of Understanding (MOU) with Paris Junior College which is accredited by the Southern Association of Colleges and Schools. The MOU provides students access to college credit courses and also addresses curriculum alignment, instructional materials, the instructional calendar, programs of study, student enrollment and attendance, grading periods and policies, and administration of assessments. The district has entered into a MOU with Innovation First International to provide participating students access to appropriate work-based education. The MOU includes assurances that the business partner will give qualified Academy graduates first priority in interviewing for jobs. The MOU will be reviewed and updated annually. The proposed industry cluster focus addresses regional workforce needs based on Occupation Trend reports that indicate over 1180 Engineering positions will be filled during the next three years in Hunt County. The program of study and articulation agreement created for the Academy ensures students will be entitled to participation in the Foundation School Program courses in accordance with rules adopted by the commissioner of education as they complete the Associate degree. **TEA Requirements:** In the spring of 2018, the CIC will use ICIA Benchmarks to engage in a self-assessment comparing the "state of the program" to Blueprint benchmarks. The team will create a program needs assessment and use the information to create the Campus Improvement Plan. The committee will implement the plan during the 2018–2019 school year, then; repeat the process in May and June of 2019 for the 2019–2020 school year. The CIC will serve as the Academy Leadership Team. The committee will meet four times each year to review agreements, monitor progress of the implementation plan, problem solve, and review management systems. GISD will establish an AVID program that includes wrap-around strategies and services involving multiple stakeholders such as students, parents, and community members. The counselor and AVID advisors will work with students to identify needs and enroll in appropriate academic and social services. GHS will be designated as a TSI assessment site to increase student entrance into college by offering frequent testing and teacher access to exam results. The ICIA Academy will be located in GISD which serves students in grades 9–12. The Academy will serve students in grade 9 and progressively scale up by adding one grade level per year. GHS has been implementing a similar ICIA, the STEM Academy. In the STEM Academy, students work with partnering industries to design robots and electronic control systems as they progress through rigorous STEM curriculum. A partnership with PJC enables students to take dual credit courses toward an Associate degree in high school. The grant program will advance the STEM Academy to distinguished levels of performance on the ICIA Blueprint. Academy students will concurrently earn a high school diploma, SolidWorks credential, and Associate degree to qualify for employment in local Aerospace and Defense companies. GISD has not received grant funding for the current STEM Academy.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85<sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2020

Fund code: 429 (State), 289 (Federal)

**Budget Summary**

Schedule #	Title	Class/ Object Code	State Funds (36%)			Federal Funds (64%)			Match
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #7	Payroll Costs (6100)	6100	\$83,600	\$	\$83,600	\$125,000	\$	\$125,000	\$26,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$7,400	\$	\$7,400	\$26,000
Schedule #9	Supplies and Materials (6300)	6300	\$5,000	\$	\$5,000	\$10,000	\$	\$10,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000	\$24,000	\$	\$24,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$93,600	\$	\$93,600	\$166,400	\$	\$166,400	\$52,000

**Administrative Cost Calculation**

	State Funds	Federal Funds
Enter the total grant amount requested:	\$93,600	\$166,400
Percentage limit on administrative costs established for the program (10%):	$\times .10$	$\times .10$
Multiply and round down to the nearest whole dollar. Enter the result.	\$9,360	\$16,640
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

RFA #701-18-101; SAS #272-18  
2018-2020 P-TECH and ICIA Success

<b>Schedule #7—Payroll Costs (6100) – State Funds</b>						
County-district number or vendor ID: 116905			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)	Match
<b>Academic/Instructional</b>						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
<b>Program Management and Administration</b>						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
<b>Auxiliary</b>						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
<b>Other Employee Positions</b>						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay: GHS Instructors: Course development, instruction, training, credential accrual outside of contract hours (CTE, Practicum, college courses, work-based education, etc) Match Business and IHE representatives: course development, training, externship, internship			\$71,600	\$26,000
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$12,000	\$
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$83,600	\$
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$83,600</b>	<b>\$26,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #7—Payroll Costs (6100) – Federal Funds**

County-district number or vendor ID: 116905		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)	Match
<b>Program Management and Administration</b>					
1	Project Director/Dean of Academy	1		\$90,000	\$
2	Project coordinator			\$	\$
3	Support Staff (College Liaison) directly working on the program .5 FTE		1	\$35,000	\$
<b>Other Employee Positions</b>					
4	Title			\$	\$
5	Title			\$	\$
6	Title			\$	\$
7	<b>Grand total:</b>			<b>\$125,000</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) – State Funds**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$	\$

**Schedule #8—Professional and Contracted Services (6200) – Federal Funds****Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Training – Preparation for instructors to teach work-based/college courses MATCH: externship, internship training provided by company employees	\$7,400	\$26,000
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$7,400	\$26,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$7,400	\$26,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300) – State Funds**

County-District Number or Vendor ID: 116905		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6300	Total supplies and materials that do not require specific approval: \$5000 supplies and materials	\$5,000	\$
Grand total:		\$5,000	\$

**Schedule #9—Supplies and Materials (6300) –Federal Funds**

<b>Supplies and Materials Requiring Specific Approval</b>			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
63XX	Technology not capitalized	\$10,000	\$
	Specify purpose: Chromebook to access college courses, research projects, online tutorials, etc) ( 50 students X \$200 per unit = \$10,000)		
Subtotal supplies and materials requiring specific approval:		\$10,000	\$
6300	Total <b>non-consumable</b> supplies and materials that do not require specific approval:	\$	\$
<b>Grand total:</b>		<b>\$10,000</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #10—Other Operating Costs (6400) – State Funds**

County-District Number or Vendor ID: 116905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: Travel to exemplary sites	\$5,000	\$
<b>Grand total:</b>		<b>\$5,000</b>	<b>\$</b>

**Schedule #10—Other Operating Costs (6400) – Federal Funds**

Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: AVID fee (\$3970), AVID training team of 5 at \$795 each (\$3975) and travel costs (\$5000), AVID District Leadership (\$6000) and travel costs (\$5055),	\$24,000	\$
<b>Grand total:</b>		<b>\$24,000</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #11—Capital Outlay (6600) – State Funds</b>					
County-District Number or Vendor ID: 116905			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #11—Capital Outlay (6600) – Federal Funds</b>					
County-District Number or Vendor ID: 116905			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>Grand total:</b>				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #15—Project Evaluation**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus Improvement Committee and Campus Improvement Plan documents	1.	Action plan (CIP) based on blueprint, self-assessment, needs assessment
		2.	CIC Members, Mtg Dates, Agendas & Mtg Minutes on website
		3.	Enrollment Guidelines based on statutory requirements
2.	Engineering Academy Recruitment Plan	1.	2018–19 Recruitment Plan for marketing includes materials & timelines
		2.	2018–19 Recruitment Plan for recruiting partners & in-kind match
		3.	2018–19 Recruitment Plan for stakeholder education
3.	MOUs with partner IHEs and Engineering Firms	1.	2018–19 MOU business partner includes statutory, in-kind, & workbased
		2.	2018–19 MOU and Articulation agreement with IHE meets statutory
		3.	Program of Study List and Crosswalk template of HS and IHE courses
4.	Engineering Academy Wrap-Around Strategies and Services Plan	1.	Wrap-around strategies & services plan for mentoring.
		2.	Wrap-around strategies & services plan counseling and advisory services
		3.	Wrap-around strategies & services plan for parent outreach, social services
5.	Texas Success Initiative examination site documentation	1.	Application to become designated TSI assessment site
		2.	Confirmation of GHS as a TSI assessment site.
		3.	Timeline for testing students to meet ICIA Blueprint passing rates

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The GISD Assistant Superintendent will lead the Campus Improvement Committee (CIC) in the coordination of data collection and problem correction grant tasks. **Program-level data:** During planning, a Grant Calendar was developed which includes planning, implementation, and evaluation activities. During the first month of the grant period, the Academy Dean, serving as Project Director, will review and revise the 2018-19 Grant Calendar to ensure it accurately depicts CIC meetings, IHE/ISD curriculum workshops, professional development training, student TSIA exam dates, college course enrollment dates, etc. The project administrator will develop and provide sign-in sheets for all program events. The CIC will meet four times each year. The team will monitor the revision of the school's Academic plan including Programs of Study and Crosswalk, Enrollment Guidelines, and Recruitment Plan to meet ICIA Blueprint standards. The team will also monitor the execution of annual agreements with PJC and business partners. The team will revise grant management, resources, timelines and activities as necessary based on feedback to ensure grant activities are completed appropriately. The Assistant Superintendent will ensure CIC Team Members, Meeting Dates, Agendas and Meeting Minutes (including attendance) are posted on the GISD website. The director will include the Formative Evaluation reports outlining student qualitative and quantitative data and the rate of student success.

**Student-level data:** The Project Director will create an evaluation report depicting student attendance and performance on TSIA exams, college preparation courses, college credit courses, certification exams, and workbased education activities. Classroom teachers will report the required data each semester using Eduphoria. Subject area teams will review student data for each content area and for targeted student populations targeting economically disadvantaged learners using reports from the electronic program. A student evaluation will be conducted at the end of each semester. This qualitative and quantitative data will be used to determine the impact of project activities on student academic achievement. The Campus Improvement Committee will analyze formative data at quarterly meetings to determine if students are on track to meeting state, district, college and grant performance targets. Decisions will be made to revise course content, AVID curriculum, mentoring program standards, and ACE tutorial offerings based on student data. Formative evaluations will be submitted to the District Improvement Team and the Board of Trustees at the end of each semester. The process of quarterly formative evaluation with semi-annual reporting will allow concerns to be identified and addressed in a timely manner.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the current P-TECH or ICIA (or similar program) school structure. Describe how the school currently meets criteria for open enrollment. In addition, complete the data chart for students who are currently in the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Greenville High School STEM Academy was established to help motivate students to participate in science, technology, engineering, and mathematics (STEM) learning. The Academy is part of Greenville ISD's curriculum that utilizes a revolutionary instructional model coined *Product Oriented Education (POE)*. The POE model is designed to engage and involve students in the learning process as producers of knowledge, not merely consumers of teacher-directed lesson. The structure couples front-loading lessons with well-defined plans that transition the learning to students. The approach usually involves a problem-based learning situation with the intention of a student, or group of students, resolving a problem and producing a product. This process requires full student absorption and enacts varying degrees of research and anticipation throughout the lesson timeline. The STEM Academy at Greenville High School engages students in advanced project-based STEM activities rather than the typical "chalk and talk" pedagogy. Components of the STEM Academy include the robotics program and solar car program. Greenville High School teams, the GHS Robowranglers, build electronic control systems for robots to participate in regional and world competitions. GJS teams have achieved a world championship, two FIRST world championship division wins, 10 regional wins, and 16 robot design awards in the past six years. The school district recently built a state-of-the-art competition facility for the STEM Academy. **High School Diploma:** The academic plan of the GHS STEM Academy meets the requirements of the Foundation High School Program and includes four CTE courses in Engineering enabling students to earn a high school diploma in four years with a STEM endorsement. The program also includes opportunities to enroll in advanced science and math courses qualifying students to earn a Distinguished Level of Achievement. **Industry Credential:** Students in the STEM Academy are take a Career and Technical Education (CTE) pathway to engage in industry based pre-engineering education and participate in Robowrangler teams. The career pathway currently includes: Concepts of Engineering Technology, Robotics and Animation, Manufacturing Engineering Technology I, and Manufacturing Engineering Technology II. The freshman course includes an OSHA industry credential utilized to teach safety in manufacturing industries. The proposed ICIA will expand certification offerings to include the SolidWorks credential. Experts from a partnering company, Innovation First International, work with students at each grade level to develop automated products used in game-like engineering competitions. **Associate Degree** – GJSD has an existing MOU with Paris Junior College (PJC) to provide dual credit and college credit courses to Greenville High School students. Greenville ISD has the largest population of high school students taking Paris Jr. College courses. Because of the successful partnership, the community college has built a campus across the street from Greenville High School. Students in the STEM Academy have the opportunity to earn up to 60 hours of college credit toward an Associate of Applied Science Degree (AAS). College courses taken to fulfill the Foundation High School diploma and Texas General Education Core requirements are offered as dual credit on the high school campus. Dual and concurrent credit courses taken to fulfill high school electives and Associate degree course requirements are offered on the Paris Junior College campus. College credit courses are offered during the school day and students have options of taking college credit courses online after school hours and during the summer break. **Open Enrollment:** The STEM Academy is part of Greenville High School, an open enrollment campus. The district has developed enrollment processes that do not exclude or discourage the enrollment of any at-risk student subpopulation, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions for the Engineering Academy will follow the same criteria and will not be based on assessment scores, discipline history, teacher recommendations, minimum GPA or any other criteria that could create barriers for student participation.

Grade Level	# Students in Program*	Program % At-Risk (Defined by PEIMS)	Program % LEP	Program % ESL	Program % SPED	Program % Eco Dis	Program % First Generation College Goers
9 <sup>th</sup>	30	47%	13%	30%	7%	50%	51%
10 <sup>th</sup>	25	56%	16%	36%	4%	51%	51%
11 <sup>th</sup>	14	40%	NA	NA	7%	50%	49%
12 <sup>th</sup>	NA	NA	NA	NA	NA	NA	NA

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

\*if program does not currently include students from the grade level, write n/a in each column.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe one program/course of study that you offer to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Paris Junior College is one of 30 community colleges selected nationwide to participate in the American Association of Community Colleges Guided Pathways project funded by the Gates Foundation. In Guided Pathways, students select a Pathway (meta-major) and then a program of study within that Pathway. Because of an articulation agreement signed between the two postsecondary institutions in the spring of 2017, Engineering Academy students will have the ability to enter an Engineering Pathway to take 26 high school credits that combine with 61 college credit hours to complete an Associate of Applied Sciences (AAS) degree from Paris Jr. College. The 61 hours are transferrable to Texas A&M-Commerce (TAMU-C) where students will take an additional 70 hours to earn a Bachelor in Engineering degree. Courses on the degree will be completed on the high school and community college campus. In addition to college credit courses, the program of study includes one CTE course each year of high school. Work-based education courses will be updated to include Concepts of Engineering Technology, Robotics and Animation, Practicum in Manufacturing Engineering I, and Practicum in Manufacturing Engineering II. Students will continue to work with industry experts during each course to develop automated robots and cars for competition. Based on discussions with business partners, the OSHA credential and the SolidWorks certification will be offered to prepare students for the profession. Certification training and exams will be part of CTE courses taken each year. Two CTE Practicum courses taken during 11<sup>th</sup> and 12<sup>th</sup> grade will enable students to earn college credit for Engineering courses that are part of the AAS degree and to participate in internship and paid employment opportunities in local Engineering companies. A crosswalk of high school, CTE, and college credit courses has been developed to provide a seamless pathway to complete a Foundation High School Program diploma (Distinguished Level of Achievement and STEM endorsement) and an AAS within five years of entering high school. Engineering Academy students will also be on track to graduate with a bachelor degree within 2 years of graduating high school. Earning a baccalaureate degree in Engineering qualifies students to enter high demand occupations in local and regional aerospace and defense companies. Each business partner, Innovation First International, L-3 Aerospace Systems and Raytheon is an industry leaders in the development of robotic command and control systems; complex intelligence; and/or secure communications used in aerospace and defense operations.

**Statutory Requirement 3:** Describe how you allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academy will be a grade 9 to 13 education model located on the Greenville High School Campus. Participating students will become engaged in creating and monitoring their own program of study to meet personal and academic goals. **High School Diploma:** The Counselor and institution of higher education (IHE) advisors will work with families to develop a Personal Graduation Plan based that will fulfill the 26 credit foundation program which is the core of the Texas high school diploma. The plan includes 4 credits in math and science and a STEM endorsement to earn the Distinguished Level of Performance (DAP). Students will begin taking dual credit courses in 10<sup>th</sup> grade at the GHS campus. Dual credit courses have been articulated to include both high school and college credit requirements. Each course includes TEKS, College Readiness Standards, First Generation Science Standards, THECB Associate degree requirements. The attached Crosswalk illustrates the dual credit course plan that provides 26 high school credits to earn the DAP diploma and 61 college credits to earn the Associate of Applied Science degree. **Certification and Work-Based Experience-** CTE courses will engage students in workbased education, workplace opportunities, and industry credentials while in high school. 9<sup>th</sup> Grade: Students will take CTE Concepts of Engineering Technology which will include OSHA certification. Workbased experiences in ninth grade will consist of site visits to Innovation First International (IFI) and meeting with a mentor from the industry to design electronics to control a robot; 10<sup>th</sup> Grade: The CTE Robotics and Animation course will include the first lessons to earn the SOLIDWORKS credential. Workbased experiences will include site visits to Raytheon and continued work with the mentor in preparation for a robotics competition; 11<sup>th</sup> Grade: The CTE Practicum in Engineering I will include Manufacturing Engineering Technology I and COSC 1420 college credit courses. During the computer course, students will continue SOLIDWORKS certification lessons and exams. The students will visit L3 Aerospace Systems, continue to meet with their mentor to design control systems for a solar car competition. 12<sup>th</sup> Grade: The CTE Manufacturing Engineering Technology II will include Manufacturing Engineering Technology II and an industry internship. During the year, the students will continue to meet with their mentor to use SOLIDWORKS to create a computer assisted design of their solar car project for competition.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how you provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Engineering Academy will provide students with flexible course scheduling and academic supports including AVID advisory and a mentoring program. **Flexible course scheduling:** The Academy Crosswalk provides an outline of the high school, CTE, and college credit courses taken to earn a Distinguished Level of Achievement diploma, SolidWorks certification and Associate of Applied Sciences degree. All students will move through the same sequence of courses. Academy students will be expected to take 3 dual credit courses in 10<sup>th</sup> grade, 7 dual credit courses in 11<sup>th</sup> grade, and 9 dual credit courses in 12<sup>th</sup> grade. This plan allows students to graduate in five years with a Foundation Program High School diploma and an Associate degree. College credit courses will be offered online and in the summer to allow students to move forward at their own rate or to participate in extracurricular activities such as band or athletics. **Academic Support and Mentoring:** Academic support will be available to Academy students during an AVID advisory class scheduled each day of the week. **TSI Preparation:** The AVID Advisor, an Academy teacher, will work with students to enroll in TSI preparation programs that are required before taking the college entrance exam. The AVID Advisor will have access to TSI scores and will work with the student to enroll in appropriate TSI preparation programs if necessary. **College Preparatory Curriculum:** The AVID advisor will support college preparation and success in the advisory each day. The Advisor will be trained in using WICOR curriculum to assist students in developing college level reading and writing skills. **Course Schedule:** The Academy schedule will be designed to ensure students attend rigorous college credit courses such as English, math and science each day. For example, courses meeting on Monday, Wednesday, and Friday will also be scheduled with an Academy instructor on Tuesday and Thursday to provide tutorial support and time to complete assignments. **Tutorials:** The AVID advisor will work with students to audit class grades and take responsibility for their own success by enrolling in high school ACE tutorials and college academic support programs. The advisor will work with students to establish communication with Academy faculty members (high school and college) when problems arise. In this way, the advisor will not only ensure first-generation college goers have the support to pass rigorous courses while in the Academy but will also promote practices that assist students to find success in postsecondary education after high school graduation. **Mentors:** Business partners will provide mentors for Academy students to serve as adult advocates and encourage student engagement and success. Mentors will work with students to prepare for robotics competitions. The time together will empower the mentor and mentee to make a difference daily.

**Statutory Requirement 5:** Describe how you provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will provide the Engineering Academy program at no cost to students.

**College Entrance Exam:** The Texas Success Initiative (TSI) exam is a Mathematics, Reading and Writing assessment which determines the appropriate level of college course work for an incoming college student. Practice tests materials available at no cost will be utilized in the AVID advisory to prepare Academy students for the assessment. Greenville High School will be a certified TSI testing site in 2018. GISD will continue to use appropriate local, state, and/or federal funds to pay the TSI fee. Academy students will be required to take the test before enrolling in Paris Jr. College courses unless they are exempt from taking the TSI based on STAAR, ACT or SAT scores. Students who do not meet entrance exam requirements will retake the preparation course in the AVID advisory without paying a fee.

**College Course Tuition and Fees:** The Campus Improvement Committee will work with project partners to provide college credit course tuition and fees at no cost to students. A variety of methods will be reviewed:

- (1) Scholarships –Academy student scholarships will become part of the Greenville ISD and Paris Junior College scholarship program. New programs and events for raising funds including involving regional business partners and engineering firms in providing scholarship funding will be developed and implemented during the spring of 2018.
- (2) Tuition Waivers – The district will work with the community college to develop a strategy for waiving tuition and fees for students enrolled in a college course taught by a GHS teacher. The college will continue to receive funding from the state for each student enrolled in a college class.

**Certification Fees:** OSHA and SOLIDWORKS online certification courses will be taught as part of the CTE Engineering career sequence. The school system receives weighted Perkins funding for CTE courses. GISD will utilize all appropriate funding sources to pay student certification training fees as well as exam fees. The district will also use the funding to pay for teachers to receive training to oversee the online certification training.

**Sustaining the Program:** During the spring of 2018, the district will work with peer ICIA programs to determine additional strategies for providing the Academy program at no cost to students.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 116905	Amendment # (for amendments only):
<b>Statutory Requirement 6:</b> Describe your primary partnership with an institution of higher education (IHE) and address all of the items outlined in the statutory requirements (curriculum alignment, instructional materials, instructional calendar, etc.). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p><b>Associate Degree:</b> Greenville ISD has a current Memorandum of Understanding (MOU) with Paris Junior College (PJC). The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate of Science degree. The accreditation is recognized by the Texas Higher Education Coordinating Board in accordance with Texas Administrative Code (TAC) §74.25. The MOU between GISD and PJC provides participating students access to postsecondary education opportunities that provide a seamless pathway to an Associate and Baccalaureate degree. Each agreement has been reviewed to ensure all statutory requirements of the grant program have been addressed including: (a) Curriculum alignment - Curriculum meets TEKS, Next Generation Science, Texas College Readiness Standards, and THECB degree requirements; (b) Instructional materials - Academy students will not pay for instructional materials including textbooks; (c) Instructional calendar - The district will continue work with PJC to develop a coherent and integrated calendar; (d) Programs of study - The Associate of Applied Science program of study has been approved by the IHE and is published in the PJC catalog; (e) Student enrollment and attendance - Attendance will be taken according to the <i>Student Attendance Accounting Handbook</i> published by TEA; (f) Grading periods and policies - Semester grades and grading policies will be outlined in each instructor's course syllabus. Academy students will be informed by the instructor of academic progress/grade status prior to the 'Last Day to Drop/Withdraw'; (g) Administration of statewide assessments - The student must complete a pre-assessment activity (PAA) and practice test, administered by the college, prior to taking the official Texas Success Initiative Assessment (TSI) battery of tests. The district will pay the testing fee for Academy students. <b>Bachelor Degree:</b> Texas A&amp;M University-Commerce (TAMU-C) has entered into an articulation agreement with Paris Jr. College to offer a Pathway to the Bachelor of Engineering degree. TAMU-C is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the Baccalaureate degree. <b>Curriculum:</b> The Academy Curriculum Design Team was formed during the fall of 2017. The team will be expanded during the spring of 2018 to include representatives from Workforce Solutions North Central Texas, Paris Junior College, Texas A&amp;M Commerce, business partner representatives, and community stakeholders. The Assistant Superintendent will lead the curriculum design team to review the programs of study and revise components as warranted to meet statutory requirements of the grant.</p>	
<b>Statutory Requirement 7:</b> Describe your current partnership with at least one business partner and address how you fulfill the statutory requirements for students to receive work-based training or education as well as priority in interviewing. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The STEM Academy focuses on science, technology, engineering and mathematics. In PK-8<sup>th</sup> grade, the VEX Robotics educational platform is used to increase student engagement in STEM. In 9-12<sup>th</sup> grade, the <i>Product Oriented Education</i> model is used to develop STEM problem solving abilities and electronics/engineering skills. All partners, Innovations First International (IFI), L-3, and Raytheon have been instrumental in designing and implementing the program. The partnership has resulted in a highly successful STEM Academy. The partnership will be expanded through the Engineering Academy. IFI has entered into an MOU agreement to provide 100% of participating students access to work-based education at each grade level. In 9<sup>th</sup> grade, students will attend an IFI site visit. Company employees will be matched to students as mentors and guide them in designing robots for competition. In 10<sup>th</sup> grade, IFI employees will continue to mentor students and guide them in preparing for robotics competition. Students will attend site visits at Raytheon. In 11<sup>th</sup> grade, mentors will work with students to design solar cars for competition. Students will present original design project to Engineers to earn internship opportunities. A site visit at L3 will be conducted. In 12<sup>th</sup> grade, mentors will work with students to create computer assisted design of their solar car using SOLIDWORKS and to construct the solar cars for competition. Students will attend internship or paid employment. The time IFI employees spend with students enables them to develop technical and workplace skills together needed for successful employment in the company. IFI has entered into an agreement with GISD that the business partner will give first priority in interviewing to qualified Academy graduates who have completed a diploma, Associate degree, and SOLIDWORKS certification. In addition to providing student education, IFI has agreed to provide opportunities for teachers to attend externships to learn about the technical skills and automated products of the company and will provide a representative to serve on the Curriculum Design Team to assist in curriculum development. Time and effort of company employees spent providing work-based education, serving on the curriculum team, and working with students will represent a 20% match of in-kind funds as required. The MOU will be reviewed annually to revise the agreement as warranted.</p>	

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe current workforce needs in the applicant's area and how the applicant works as a collaborative team with the regional workforce development board and the IHE to define the regional needs and provide a structured path to certifications and associate degrees to fill the local workforce needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas is a significant contributor to the global aerospace and aviation industry. According to the Texas Workforce Commission, aerospace and defense companies directly employ more than 130,000 Texas workers. The Innovation First International Headquarters, based in Greenville, Texas, employs over 200 professionals in a 13 acre complex that houses an advanced metal fabrication plant, distribution center and corporate offices. At the L-3 Aerospace Systems Mission Integration division in Greenville (L-3 Communications largest Texas facility) nearly 6,000 employees design and install advanced aircraft electronics systems for government and military customers. The Greenville office of Raytheon houses over 280 employees. The company engineers projects for defense purposes. Greenville ISD formed a Curriculum Design Team in December of 2017 to identify workforce needs and to provide a structured path to credentials for employment. The team referenced the 2017-18 Targeted Occupations List published by Workforce Solutions of North Central Texas to identify high demand, high wage employment needs. The report identifies occupations which have been determined to be in-demand, show strong potential for growth, and are considered high-wage occupations in Hunt County. According to the Texas Workforce Commission data, almost 1200 Engineering positions will be open in Aerospace and Defense industries of Hunt County in the next three years. The number of openings in the career field is projected to increase by 27% annually. In addition, the reports indicate the projected salary of an Engineer is approximately \$95,414 per year. The team agreed that this high demand, high wage profession would be appropriate for our students, community, and district. An IFI supervisor worked with the team to identify certifications and degrees highly valued by local industries. Based on the recommendations of the Texas Workforce Solutions and business representatives, the Curriculum Design Team identified a structured path leading to an industry based SOLIDWORKS certification (SOLIDWORKS is also on the TEA List of Industry Based Certifications for the Student Achievement Domain of the Accountability System), an Associate of Applied Science from Paris Junior College and a Bachelor of Engineering from Texas A&M-Commerce as the appropriate program of study to fill workforce needs.

**Statutory Requirement 9:** Describe how the applicant ensures that P-TECH or ICIA (or similar) students are entitled to the benefits of the FSP in proportion to the amount of time spent by the student on high school courses while completing the course of study established by the applicable IHE or Business Partner MOUs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Engineering Academy pathway has been developed to ensure students are entitled to the benefits of the Foundation School Program (FSP) in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the AAS to BS articulation agreement and Innovation First International MOU. Students in the Academy will be eligible to graduate on the Foundation High School Program with a Distinguished Level of Achievement (DAP) credential. The Crosswalk outlines high school and college credit courses. The Crosswalk includes:

- dual credit courses to meet Foundation High School core course requirements and General Texas Common Core courses on the AAS and BS degrees;
- dual credit math and science courses to fulfill the high school advanced Math and Science credits required on the Distinguished Level of Achievement plan and the math and science requirements on the AAS and BS degree plan requirements;
- concurrent enrollment in high school information technology and college credit Computer courses on the AAS degree plan to fulfill Foundation High School elective course requirements; and
- concurrent enrollment in high school CTE and college credit Engineering Courses to fulfill endorsement requirements.

Students will graduate from high school with the Distinguished Level of Performance (DAP) diploma and a STEM endorsement. The DAP will ensure the best preparation for future education including allowing the student to compete for Top 10% automatic admissions eligibility at any Texas public university. The DAP credential will also improve student eligibility to earn a TEXAS Grant to help pay for university tuition and fees. In addition, graduating with the DAP ensures the students are a more competitive applicant at highly sought-after colleges and universities across the state and nation. The Academy's program of study will help students in earning the highest level FSP high school diploma while working on appropriate IHE degrees to qualify for employment as an Engineer.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Please describe how you currently identify needs, create action plans, and engage in a process of continuous improvement for the P-TECH or ICIA (or similar) program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Identification of Needs:** Greenville ISD plans, implements, and evaluates school improvement initiatives through the District Improvement Committee (DIC). The GISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from a variety of academic, social, and school culture information sources. As required by TEA, the committees use the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. To develop a plan of school improvement for each Board goal, the DIC first studies state and federal academic standards and accountability requirements and evidence based strategies proven to improve performance. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving each goal. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Improvement Committee.

**Create Action Plan:** The Campus Improvement Committees are responsible for putting the board goals into action. The team consisting of parents, educators, administrators, community members and business partners serves as the Academy Leadership Team for the Engineering Academy. The Campus Improvement Committee will engage in an initial self-assessment of current "state of the program" based on ICIA Blueprint benchmarks in the Spring of 2018. The committee will set campus goals based on specified priorities identified by the District Improvement Plan and specified needs identified on the ICIA self assessment. The team will then create a Campus Improvement Plan that outlines objectives, action steps, personnel, and materials for achieving each goal. The committee will implement the action plan during the 2018–2019 school year, then; repeat the process in May and June of 2019 for the 2019–2020 school year. The committee will meet four times each year to review agreements, monitor progress with Blueprint implementation, problem solve, course correct and review systems. The campus based committee will provide a report of student and program level data to the District Improvement Committee at the end of each semester.

**Continuous Improvement:** The GISD District Improvement Committee (DIC) meets two times each year to review school performance based on progress toward meeting District Improvement Plan goals. During meetings, the Superintendent presents progress reports including data and feedback. The committee will review Academy reports of progress provided by the Campus Improvement Committee at the end of each semester. With the guidance of district leadership, the DIC will use the information to adjust strategies, personnel, and resources to meet Board goals. Reports of progress toward meeting goals including adjustments and changes to the Academy plan will be presented to the Board of Trustees after each review. The meeting agenda and minutes will be posted after each meeting on the GISD website. In this way, Academy improvement goals, changes, and progress will be continuously monitored and improved, and reported to the board, the community and the school.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**TEA Program Requirement 2:** Identify the job titles who currently serve on the leadership team for the P-TECH or ICIA (or P-TECH similar) program. Describe how the current leadership team reviews agreements, monitors progress, and reviews data to problem solve and course correct. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academy Leadership Team is be the Campus Improvement Committee. Team members include: **District** - The team will be lead by the Assistant Superintendent for Teaching and Learning. The team includes parents, GHS educators, community members, college and university partners, and business partners. **Primary college and university partners:** Representatives from Paris Junior College (PJC) Greenville Center and Texas A&M University-Commerce (TAMU-C) will work with the team to develop, implement, and evaluate the Associate and Baccalaureate degree programs. Team members will include: Dr. Pam Anglin, PJC President and Ed McCraw, PJC Associate Dean of Math & Sciences, Brent Donham, department head for Engineering & Technology; **Industry Partners:** Innovation First International (IFI) partners will work with the team to plan, develop and evaluate the program of study. The Facilities Manager at IFI will work with the Academy Dean to implement internships and paid employment. **Continuous Reviews and Monitoring for Improvement:** The Campus Improvement Committee (CIC) will meet each nine weeks to review project and student level data. In this way, the site based team will continuously monitor the effectiveness of grant implementation and the impact of the program on student achievement. In addition, the committee will examine budget expenditures each nine weeks to monitor use of grant funds. The team will revise timelines and targets on the Academy Calendar and recommend grant amendments to request budget changes when warranted. At the end of the first semester of school, the committee will communicate student and project data toward meeting campus goals to the District Improvement Committee. It will also be the responsibility of the committee to conduct an annual summative evaluation of the program. The campus based team will use "Indicators of Success" specified by the grant application to determine if the project is being implemented as planned and if the project is having an impact on college and career readiness. The Campus Improvement Committee will use the information to make adjustments to grant activities and milestones on the Academy Calendar for the upcoming year. The committee will use the summative evaluation information to develop the Engineering Academy Campus Improvement Plan for the next school year. The Academy Dean will present the Engineering Academy Campus Improvement Plan to the District Improvement Committee for review and revision and to the Board for approval.

**TEA Program Requirement 3:** Describe your current systems/programs for supporting students both academically and socially/emotionally so that they are successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD Texas ACE Program is offering an After School Program Monday thru Friday from 3:20 to 6:20 pm at the high school. The program is a safe and fun environment for students to receive academy and social/emotional assistance. ACE staff members are trained to serve as mentors to student participants. Tutoring time is held immediately after school provided by certified GISD teachers. After tutoring, students engage in activities, team-building, character development, fitness and wellness, conflict resolution, arts and humanities, service-learning and preparing for post-secondary education or employment. In addition to the after-school program, Greenville High School will implement the AVID program during the 2018-2019 school year. AVID, Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. Engineering Academy students will attend AVID advisory each day. During the advisory, teachers will lead students through the program's WICOR curriculum which places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills needed to succeed in rigorous college preparatory and college credit courses. The program's WICOR curriculum places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills needed to succeed in rigorous college preparatory and college credit courses. During lessons, students will learn practice their research and writing skills while preparing for classroom assignments. The AVID advisory will include time for tutorials which focus on student responsibility for learning, successful note-taking, and accessing academic support programs and electronic library resources at the high school and community college. Each Friday college and career activities will help target college entrance including preparation for TSI exams, registration for exams and courses, and acquisition of approved degree plans. The students will be introduced to scholarship sources, advising and counseling programs, and student activities. Through the AVID course, students will learn to approach and resolve challenging problems by taking responsibility and accessing both academic and social/emotional support programs.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 116905

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe how you meet each of the participant requirements outlined in the grant specific requirements of this RFA (located on page 16 of the Program Guidelines). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the ICIA Blueprint, the Campus Improvement Committee (CIC) serving as the Academy Leadership Team will engage in an initial self-assessment of current "state of the program" compared to Blueprint benchmarks and create a program needs assessment in the Spring of 2018. Using the self-assessment and needs assessment, the committee will create an action plan, the Campus Improvement Plan. The committee will lead the campus in implementation of the action plan during the 2018–2019 school year. This process will be repeated in May and June of 2019 for the 2019–2020 school year and each subsequent year. The CIC will include GUSD educators; L3 Communications, Innovations First, and Raytheon business partners; Paris Junior College and TAMU-Commerce postsecondary partners; and additional stakeholders. The leadership team will meet four times each year to review agreements, monitor progress with Blueprint implementation, problem solve, course correct and review systems. Greenville High School will further develop wrap-around strategies and services including initiating an AVID program. An AVID advisor will work with the campus counselor to involve multiple stakeholders such as parents, teachers, counselors, and community members to partner with IFI to serve as mentors with the goal of strengthening student academic and social/emotional skills that promote school success. The AVID program will also provide WICOR curriculum which develops Writing, Inquiry, Collaboration, Organization, and Reading skills and supports high levels of academic achievement for students taking rigorous courses. Greenville ISD will be designated as a Texas Success Initiative Assessment site, in order to allow students to begin college courses based on their performance. The designation will allow frequent testing and Academy teacher access to raw data to identify student weaknesses. Teachers will use the information to select appropriate TSI preparation materials and courses from a multitude of online sources. Students will work with the AVID advisor and ICIA counselor to identify and enroll in the interventions that meet their individual needs. GUSD serves students in grades 9–12 and has an existing STEM Academy. The ICIA similar program allows students to earn industry certificates, engage in work-based education at every grade level, and earn dual credit hours toward a college degree. The college has developed "Guided Pathways" that create a seamless transition to postsecondary degrees in career fields of the region. GUSD has a MOU with PJC and IFI. The district has not received an Industry Cluster Innovative Academy Grant.

**TEA Program Requirement 5:** Describe your current process for Texas Success Initiative (TSI) testing students, how often students are tested, where they test, and how the data is used to benefit students. If you are not currently a TSI testing site, describe how you will become a TSI testing site for the 2019–2020 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Texas Success Initiative Assessment:** The Paris Junior College (PJC) Testing Center is open at the Greenville Center on Monday through Friday each week. GHS students take the TSI assessment at the community college. The college requires complete a Pre-Assessment Activity that is accessed online at no charge before signing up for the TSI exam. After completing the preparation activity, students receive a Testing Ticket from the PJC Admissions Office. Greenville High School (GHS) with students to complete the process. The district works with the community college to pay the \$25 TSI Assessment fee, and blocks of time for GHS students to test in the PJC Testing Center. Students are also allowed to take retests based on the successful completion of an online preparation program provided by College Board at no costs to students. Students are required to bring a photo ID and testing ticket to take all exams.

**TSI Testing Site:** Greenville High School will apply to become an authorized TSI Testing Center in the spring of 2018. The district has identified the contact information of the College Board Liaison who will walk the district through the process. Becoming a testing center for the 2019–2020 school year will enable GHS educators to access TSI data and use the information to plan exam preparation instruction and identify appropriate programs for intervention.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 116905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: